



SCHOLARS SCITECH RESEARCH ORGANIZATION

International Journal of Progressive Research in Education

www.scischolars.com

Students' Riposte to English Teachers' Corrective Feedback in Composition Writing in Bulawayo, Zimbabwe

^{1*} Prof Muchemwa Stella Phd, ²Prof Allida Daniel Phd

¹Lecturer, Languages and Communication Department, Solusi University, Bulawayo, Zimbabwe.
muchemwas@solusi.ac.zw

²Dean, Faculty of Education, University of Eastern Africa, Baraton, Kenya.
allidad@ueab.ac.ke

Abstract

English students need corrective feedback from their composition teachers so that they can improve their composition performance. This study focused on the students' response to teachers' corrective feedback in English composition writing in Bulawayo. The study used a qualitative research methodology where data was obtained through interviews and content analysis using a convenient sample of seven "O" Level (form four) English Language students from one school conveniently chosen (due to its large number of students, easy accessibility and familiarity of the researcher to the English Head of Department). The researcher used semi-structured interview schedules for students and self-constructed document analysis guide to analyse the students' marked composition exercise books. Findings showed that, when considering students' responses to teachers' corrective feedback, students were positive about composition writing because of the following reasons: teachers were sensitive to their composition needs; they benefited from timely teachers' written and oral feedback; teachers' provision of model answers; teachers' meaningful marks which were also recorded for future references and teachers' use of correction codes made their compositions appear *smart*. However, although the students liked and largely benefited from the teacher's corrective written feedback as well as the oral feedback, some of them failed to get maximum benefit because they could not understand teachers' correction codes and limited composition feedback resources. Also, other students doubted if teachers marked their compositions when they had time to do so. The study recommended teachers to always give composition mark allocation and explain their grading system that they use for every composition assigned to students. Again, English composition teachers should make use of elaborated correction codes.

Keywords: Bulawayo; Feedback; Response; Zimbabwe.

1. Introduction

Corrective feedback is very essential in the teaching-learning process where the student is meant to correct his/her performance. Shute in Nielsen (2015) defined it as information communicated to the learner that is intended to modify the learner's behavior for the purpose of improving learning. In Second Language pedagogy, especially in composition writing, corrective feedback is one of the most important practices that enhance learning. Saaris (2016) observed that feedback ranks in the top 10 of the highest influences on student achievement; this explains why it is essential from foundation learning up to tertiary level world-wide. Kang and Han (2015) argued that teachers spend a great deal of time providing various kinds of corrections (for instance, grammar, spelling) to varying extents (for example, correcting every



error or selectively a few), in the conviction that such feedback is necessary to improving students' written accuracy and their ability to write.

The value of teacher's corrective feedback in students' composition writing lies in what it exposes to the student; Shintani (2014) said that corrective feedback supplies the learner with negative evidence, that is, it signals that something that the learner has said or written is wrong and needs modification. Positive evidence is later provided when a teacher indicates what is wrong and how it can be corrected, for instance, when a teacher underlines a wrong tense and indicates, "Use a past tense" Shintani (2014). However, there are challenges associated with giving corrective feedback; it is a difficult process. Dreher (2016) emphasized that giving written corrective feedback can be a difficult process which, however if done well, can be very productive and beneficial.

This study focused on finding out the students' response to their English teachers' corrective feedback in composition writing in Bulawayo, Zimbabwe, a country where English Language (composition writing included) is a mandatory subject at Ordinary Level. This is a level after 13 years of study in Zimbabwe that is marked by a national public examination. The study is meant to find solutions to low performance in English Language in general (Three-mob.com, 2013, NewsDay, 2014 and TECHZIM, 2016) and low performance English composition writing in particular (Gwata, 2017) answering the following research question:

How do "O" Level students respond to teacher's written corrective feedback in their composition work?

2. Literature Review

Students go to school to learn under the guidance of a teacher. Generally, they are prepared to receive feedback from these teachers (McCarthy, 2016) for they know that they get guidance on what the syllabus demands; what they can do well and where they need to improve (Mounce, 2014; Shute in Nielsen, 2015). This has made feedback in the education circles a ubiquitous practice.

However, students' attitude towards feedback vary due to several factors, for instance, education orientation, level of study, teacher's feedback practice and so on. Faqeih (2015) observed that, among other factors, learners' attitudes to feedback can be influenced by their cultural and educational background towards error corrections and this has a huge noticeable impact on learning outcomes.

Teachers have also different stance on feedback depending on their teaching training and orientation, their commitment to children welfare and so on. Amrhein and Nassaji (2010) realized that an area that has attracted considerable attention recently is how students and teachers perceive the usefulness of written corrective feedback. This is so because of various perceptions.

Research has shown that students' expectations on feedback are variegated; Yang and Carless (2013) realized that some students prefer limited oral interaction with their teachers, thus they only written comments from them. On the other hand, some students get along well with a combination of written comments with oral instruction during meetings with the instructors (Hadzic, 2016). One main advantage of the meeting between the teacher and the students discussing the teacher's written comments is that the teacher is given an opportunity to clarify his/her comments and make sure that the students get the understanding he/she intended to impart to the students in the written comments (Hadzi 2016).

In China, Chen, Nassaji and Liu (2016) carried an exploratory study that investigated learners' perceptions and preferences of written corrective feedback in an EFL setting. They used quantitative and qualitative data they collected from 64 intermediate, advanced-intermediate and advanced English learners across three proficiency levels (intermediate, advanced-intermediate, and advanced) in a major provincial university of Mainland China.

Chen, Nassaji and Liu (2016) study showed that although the learners tended to have a neutral opinion on the role of explicit grammar instruction, overall they expressed a favorable attitude towards error correction; they held a strong preference for extended comments on both content and grammar of their written work. Learners also wanted to take more initiatives in the revision process of their writing with less interference from teachers. The study thus confirmed the value of written corrective feedback for EFL learners outside English-speaking countries.

In Hong Kong, Lee (2011) worked on the response of students to teacher's feedback. He realized that although second language teachers spend a significant amount of time marking students' writing, many of them feel that their efforts are wasted mainly because the students might experience feelings of frustration and confusion when they receive the feedback. Such result brings in the idea that teacher's feedback should be informative and clear such that students can understand it.

On another note, Nielsen (2015) found out that many students prefer detailed corrective positive feedback which guides them in the revision process. By positive feedback he meant that feedback which points out elements or places where the student is "on track" or has performed well also showing why that performance should be continued in future writing tasks. This stance is supported by Hall and Grisham-Brown (2011) who gathered that negative feedback from teachers is detrimental to students' self-confidence in writing skills and demotivates the learners.



Zacharias (2007) carried out a study in Indonesia which explored students' attitudes toward teacher feedback. The study used a triangulation of participants and methods. Questionnaires and interviews were used for data collection from teachers and students. Hundred students participated in filling in the questionnaires and 21 of them were interviewed. Also, 20 teachers completed the questionnaires and 10 of them were interviewed. Findings indicated that generally teachers and students had a marked preference for teacher feedback. The high preference for teacher feedback was mainly the result of the respondents' positive attitudes towards teacher feedback. Student preferences for teacher feedback stemmed from their awareness that teachers control grades.

The data collected from the questionnaires and interviews indicated that students preferred teacher feedback that was specific since this kind of feedback would facilitate students in the revision process. Students also showed a high preference for feedback which focused on language. Compared to feedback on content, feedback on form was considered to be more helpful. Students often complained that teacher feedback on content tended to be general and sometimes, contradictory to student ideas. Interview data showed that teacher feedback contributed much to students' motivation and positive attitudes towards writing.

Faqeih (2015) in Saudi Arabia investigated the extent how learners' attitudes towards corrective feedback may mediate learning in an English as a Second Language experimental classroom. Two types of corrective feedback, recast and metalinguistic information were used during oral interactional tasks. The experimental groups were compared to a task only group with no corrective feedback. Correlation between participants' attitudes and the effectiveness of the selected corrective feedback was measured by an attitudinal questionnaire and learners' knowledge was measured by oral and written test battery. Results suggested learners' preference to error correction, the interactional activities and the different types of corrective feedback.

Students' attitude towards feedback directly affects their response to feedback, the main component of this study. This makes the reviewed literature above valuable to the study by describing student population.

3. Research Methodology

This study used a qualitative research methodology where data was obtained through interviews and content analysis.

3.1 Study Sample

A convenient sample of seven "O" Level (form four) English Language students from one school conveniently chosen (due to its large number of students, easy accessibility and familiarity of the researcher to the English Head of Department) was used. The students at that school were streamed according to academic ability, that is, Class A, for the best students; Class B for the average students and Class C for the academically struggling students. The researcher, with the help of the English form four teachers and Head of Department (HOD) agreed on the basis of different performance and chose two students who were outstanding in composition writing from Class A; three intermediate performers from class B and two less privileged academic performers from Class C, as informants. The table below shows the sample form.

Table 1 Students Interviewees

Class	Number of Students
A	2
B	3
C	2

3.2 Research Instruments

The researcher used semi-structured interview schedules for students and self-constructed document analysis guide to analyze the students' marked composition exercise books. Experts in the Education Department at the University of Eastern Africa, Baraton validated the data collection instruments and also carried out content validity of the interview schedules. By doing so, they judged whether the items of the data collection instruments covered the valuable aspects of the feedback domain which were intended to be measured as well as whether they were proportionately spread across the domain.

3.3 Data Gathering and Analysis Procedures



On the agreed date and time, the researcher, with an assistant researcher who was mainly a photographer approached the intended school. The researcher conducted in-depth interviews to seven “O” Level students, in the HOD’s office, one at a time, from that one school in Bulawayo to find out their responses to composition teachers’ written corrective feedback.

During interviews, the informants brought their composition exercise books for content analysis. The HOD also brought the rest of the B class composition exercise books and some of the A and C class composition exercise books making a total of 81 composition exercise books. After the interviews, the researcher, the assistant researcher and the English HOD sat; the researcher and the HOD carried out a brief content analysis of the composition exercise books concentrating on the major feedback aspect evidenced in the students’ books. The assistant researcher was taking photographs of composition extracts per researcher’s instructions.

Qualitative data analysis requires one to adopt an *interpretation through* identification of patterns; this entails adapting a treatment procedure that enables meaningful interpretation of the data. Data collected from interviews and content analysis was therefore organized, coded and analysed according to the themes that emerged.

4. Research Findings and Discussion

When answering the researcher’s question on how they value composition writing, the informants were all positive about composition writing and they all said that they liked to write compositions. Their verbal cues, especially the facial expressions, showed that they were earnest in their response.

The researcher gathered that there were basically two reasons why the students wanted to write compositions. Firstly, they were aware that they had a final national examination ahead of them, that is, at the end of the year. They therefore wanted to prepare for it. Secondly, they were those with a passion to write compositions. One informant from the A class said that besides the composition work that the teacher instructed them to write, he wrote his own extra compositions. He happily said:

Excerpt 1: I like writing compositions very much for I am given an opportunity to let out my fantasies. When I am writing a narrative composition, my imaginations just come out at that very moment.

Another informant from the same A class also expressed her willingness and preparedness to write compositions; she said with a beaming face:

Excerpt 2: I love writing compositions especially the descriptive and the narrative type that allows me to express my encounters in life.

All the informants agreed that they liked their composition teacher. The researcher was almost tempted to look for that teacher who was so praised even with those with low marks in their compositions. Among her major strengths were thorough compositions marking; she gave satisfying marks in accordance to one’s performance and she explained in details. Informants said that she explained clearly almost everything, be it her expectations, or instructions as well as when returning the marked compositions.

One informant said:

Excerpt 3: She just explains well without putting a face.

When the researcher asked the informant to elaborate on the expression *without putting a face*, the informant explained that it means having a friendly expression that encouraged students to ask questions where they don’t understand. These findings are in line with those by Rummel (2015) who realized in a study that *students* who received the type of feedback that they preferred in second Language writing were more successful at eliminating targeted errors than those *did not*.

In response to the question on the teacher’s weaknesses that needed to be improved so that the students could perform better, not even one of the informants could think of one. When the researcher insisted on the issue so that the informant would give out even just one point, one informant said:

Excerpt 4: Let me think....nothing comes into my mind. The teacher does her work well.

While all the informants seemed to know about compositions and composition writing, those from the A and B classes showed that they knew a lot especially the types and expectations for each type. They were also confident that their teacher could teach well all those types. One informant explained composition writing as:

Excerpt 5: It is an art of expressing one’s imagination, feelings and opinions on paper. I rarely write what is real for I was taught by my teacher to image whenever writing compositions.

She went on to say that when she writes composition, she used information she got from novels and textbooks. When the researcher inquired if movies also help, contrary to other informants who agreed to movies as a source of composition materials, she said that she hardly benefit from them.



Another informant defined composition writing as a way of practicing language skills through continuous writing in several pages. He went on saying that in composition writing, one exposes one's understanding on the given topic using information from textbooks, real life, novels and movies; a way of expressing self using appropriate vocabulary and good English Language. All the informants seemed to understand very well what composition writing is about.

On analysing the composition teacher's strength in giving students feedback, one informant said that she benefited more from oral feedback than the written feedback. This is the informant who had earlier on said that she never read teacher's written comments but looked at the teacher's mark only. This means that oral feedback should always complement teacher's written feedback. Same findings were also made by Sobhani and Tayebipour (2015) and Alvira (2016).

When the researcher asked the informants how they viewed the feedback they got from their composition teacher, the informants were generally happy with the feedback they got. This is in line with Lee (2011) findings who realized that students valued and wanted teachers to give them feedback on their writing.

The informants agreed that they benefitted from their teacher's feedback and they have improved in writing compositions in line with Kang and Han (2015) who realized in China that written corrective feedback helps in Second Language writing. One informant said:

Excerpt 6: Our teacher encourages us to improve our work. She shows us where we have done well and where we still need to improve. She technically guides us in the improvement.

Another informant contentedly said that spellings were her problem but has ever since greatly improved through following the teacher's advice of using the dictionary whenever writing a composition. Still another one happily said:

Excerpt 7: I used to write short compositions for I was running short of words to use. Now, I have greatly improved on that issue through borrowing from novels and English textbooks.

These findings are the same as those by Chen, 2013; Hall and Grisham-Brown 2011; Lee, 2016; Katrin and Johannes, 2013; Mounce, 2014) who found that corrective written feedback can make students improve their academic performance.

There are specific aspects that the researcher asked informants about, one of them being composition marks that they received from their composition teacher. The informants were satisfied by the marks they got in their compositions. The informants commonly used the term *fair* to describe the marks that they got and they strongly felt that the marks were a true representation of their performance.

One informant said:

Excerpt 8: With that one (teacher), you get what you deserve.

The informants also seemed to understand teacher's mark allocation for they said that their teacher, in her composition expectations presentation, explained the relationship between composition standards (outstanding, generally good, average and below standard) and mark allotted to each standard. This shows that teacher's Feed Up was properly done for the benefit of the students.

On the question on how they felt about teacher's written comments, all the informants, regardless of their academic performance in composition writing seemed to accept the comments they received from their teacher. That's why one informant with a very low mark, 5/20 and a comment: *This is below the expected standard* corrected me saying that the comment was not negative but informative.

The researcher admired the students' positive attitude very much and from the general informants' responses, it can be said that the students understood and were happy with the marking and comments they got as feedback from the composition teacher. On the same hand, Soler (2015), in a study, found that students were motivated when teachers corrected their errors.

The researcher also asked the informants on how they viewed teacher's use of marking codes, for instance, *sp* for a wrong spelling, *ww* for wrong word and *gr* for wrong grammar. A number of the informants were happy about the coding system which they said left their composition a bit "clean" without congested with "red ink". The researcher understood that they were talking of light marking. Such sentiments from students were also found by Ferdouse (2011) in his study where light-marking (use of correction codes) was effective and gave encouragement even to struggling students. However, Ferdouse (2011) realized that students understood the feedback better when correction codes were explained.

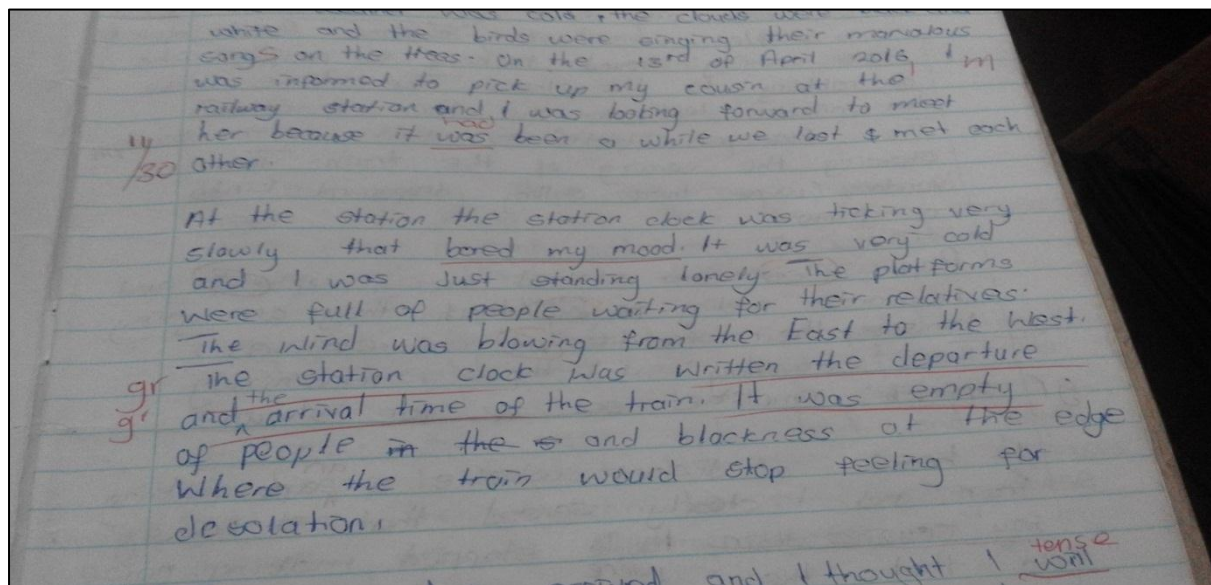
When the researcher asked the informants if they understood the correction codes in their composition exercise books, most of them said that they did. One informant from the A Class said that although the teacher never gave them a physical chart with elaborated codes (codes and their meanings), the codes meanings were clear to him because they were using the same codes since primary education level. Another informant from the B class confirmed that she understood the codes meanings because they used them since form three and she sometimes explained them during

revision. This brings in the idea of a teacher building up relationships with students when s/he teaches them for a long time.

Line codes posed problems to the students especially those in the C class. There was no problem when the teacher put lines on a student's wrong work and put a comment or a code as shown below. The lines below showed that the underlined work is written in wrong grammar as indicated by the *gr* correction codes in the margin.

Photograph 1

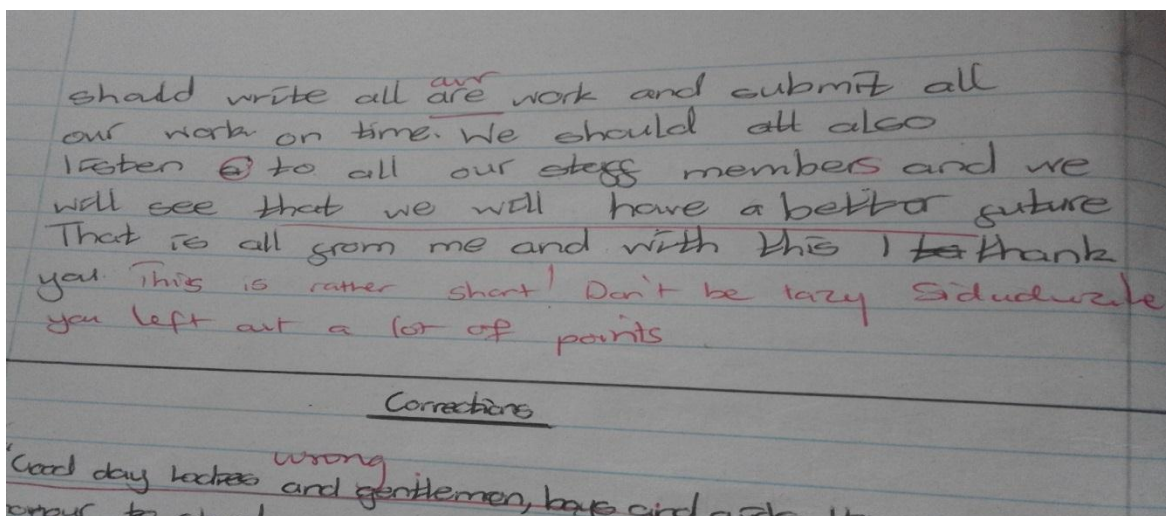
Line Codes with Explanation



However, there are instances where the teacher just put lines and no explanation as shown below. Rummel (2015) termed such feedback indirect feedback. Contrary to Ferris findings, quoted in Rummel (2015), some students could not tell the meanings of such lines, hence they never benefited from them. At times the teacher could put a line below some written work and write the term *wrong* as shown below under corrections. Informants also said that they could not benefit from such comments for they could not make head and tail of what was wrong.

Photograph 2

Lines Codes



To worsen the situation, the informants said that they never asked the teacher the meaning of those lines. One informant, when the researcher asked why she never asked her teacher about the meanings, she simply said that she never thought about it.

Both informants from the C Class worriedly echoed that they hardly understood the line correction codes. One of them shyly said the following:



Excerpt 9: Maybe they mean that I have waffled. The teacher sometimes use the term waffled when she is unhappy with our performance.

This finding tallies one by Ferdouse (2011) in Bangladesh who realized that correction codes are a necessity in English composition teaching but are only useful when they are understood by the students.

However, all the informants said that they understood teacher's written comments. They said that whether the comments were long or short, they were always specific and clear. This shows that the informants understood their composition teachers' focused comments and benefitted from them. In a study, Saaris (2016) and Dreher (2016) had the same findings.

When the researcher asked the informants if they concentrate on the teacher's written comments they received, they all, serve one, said that they gave themselves time to read and understand them. This is similar to what Elliott, Baird, Hopfenbeck, Ingram, Thompson, Usher, . . . Zantout (2016) found; pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.

The informants were also happy with the quick return of their composition exercise books which has an average time of one week. The composition teacher seemed to be aware of Wiggins (2014) and Daneshvar and Rahimi (2014) argument that feedback is often unhelpful when it is received by the students late.

Another aspect that all the informants talked about is that they had the same teacher since form three. They said that they liked it for they ended up understanding each other better and got maximum help from her. They said that the teacher developed the feeling they were her students. This finding concurs that by (Crimmins, Nash, Oprescu, Liebergreen, Turley, Bond & Dayton, 2016) who realized that continuous feedback can create and enhances student-teacher relationship.

5. Conclusions

When considering students' responses to teachers' corrective feedback, it can be concluded that students were positive about composition writing because of the following reasons: teachers were sensitive to their composition needs; they benefited from timely teachers' written and oral feedback; teachers' provision of model answers; teachers' meaningful marks which were also recorded for future references and teachers' use of correction codes made their compositions appear *smart*.

However, although the students liked and largely benefited from the teacher's corrective written feedback as well as the oral feedback, some of them failed to get maximum benefit because they could not understand teachers' correction codes and limited composition feedback resources. Also, other students doubted if teachers marked their compositions when they had time to do so.

5.1 Recommendations

The study recommended teachers should always give composition mark allocation and explain their grading system that they use for every composition assigned to students. Again, English composition teachers should make use of elaborated correction codes.

References

- [1] Alvira, R. (2016). The impact of oral and written feedback on EFL writers with the use of screencasts. *PROFILE Issues in Teachers' Professional Development*. 18(2), 79-92. Retrieved from <http://dx.doi.org/10.15446/profile.v18n2.53397>
- [2] Amrhein, H. R. & Nassaji, H. (2010). Written corrective feedback: What do students and teachers prefer and why? *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquee*, 13 (2), 95-127. Retrieved from <https://eric.ed.gov/?id=EJ944129>
- [3] Chen, S.; Nassaji, H. & Liu, Q. (2016). EFL learners' perceptions and preferences of written corrective feedback: a case study of university students from Mainland China. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(5). Retrieved from <https://sfleducation.springeropen.com/articles/10.1186/s40862-016-0010-y>
- [4] Chen, Y. (2013). Master's and Doctoral theses on Second Language writing: A survey of the emerging voices in China. (Masters theses). Paper 66. Retrieved from <http://scholar.orks.gvsu.edu/theses>
- [5] Crimmins, G., Nash, G., Oprescu, F., Liebergreen, M., Turley, J., Bond, R., & Dayton, J. (2016). A written, reflective and dialogic strategy for assessment feedback that can enhance student/teacher relationships. *Assessment & Evaluation in Higher Education*, 41 (1), 141-153. Retrieved from <https://eric.ed.gov/?id=EJ1085838>



- [6] Daneshvar, E. & Rahimi, A. (2014). Written corrective feedback and teaching grammar. *Science Direct*, 136, 217-221. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042814037987>
- [7] Dreher, A. (2016). Giving positive and corrective feedback. Retrieved from <http://www.mentorleadershipteam.com/articles/giving-positive-and-corrective-feedback>
- [8] Elliott, V., Baird, J., Hopfenbeck, T., Ingram, J., Thompson, I., Usher, N., . . . Zantout, M. (2016). A marked improvement? Retrieved from <https://educationendowmentfoundation.org.uk/>
- [9] Faqeih, H. (2015). Learners' attitudes towards corrective feedback. *Procedia - Social and Behavioral Sciences*, 192, 664-671. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042815035727>
- [10] Ferdouse, F. (2011). Learning from mistakes: Using correction code to improve student's writing skill in English composition class. Retrieved from <http://www.banglajol.info/index.php/SJE/article/download/14463/10271>
- [11] Gwata, D. (2017). Impact of teaching-learning resources in English composition writing at Ordinary Level: The case study of Glen Norah High 1, Queen Elizabeth and Southlea secondary schools in Harare. (Unpublished project). Solusi University.
- [12] Hadzic, S. (2016). Oral and written teacher feedback in English as a foreign language classroom in Sweden. Retrieved from <http://www.diva-portal.org/smash/get/diva2:954880/FULLTEXT01.pdf>
- [13] Hall, A. H. & Grisham-Brown, J. (2011). Writing development over time: Examining preservice teachers' attitudes and beliefs about writing. *Journal of Early Childhood Teacher Education*, 32 (2), 148-158. Retrieved from <http://eric.ed.gov>
- [14] Kang, E. & Han, Z. (2015). The Efficacy of Written Corrective Feedback in Improving L2 Written Accuracy: A Meta-Analysis. *The Modern Language Journal*, 99 (1). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/modl.12189/pdf>
- [15] Katrin, H & Johannes, H. (2013). Understanding and using feedback: A review of empirical studies concerning feedback from external evaluations to teachers. *Educational Research Review*, 9, 174-190. <https://eric.ed.gov/?id=EJ999457>
- [16] Lee, I. (2011). Working smarter, not working harder: Revisiting teacher feedback in the L2 writing classroom. *Canadian Modern Language Review*, 67 (3), 377-399. Retrieved from <http://eric.ed.gov>
- [17] Lee, I. (2016). Teacher education on feedback in EFL writing: Issues, challenges, and future directions. *Teacher education on feedback in EFL writing: Issues, challenges, and future directions. TESOL Quarterly*, 50(2), 518-527. Retrieved from <http://www.fed.cuhk.edu.hk/~icylee/publications.html>
- [18] McCarthy, J. (2016). Timely Feedback: Now or Never. Retrieved from <https://www.edutopia.org/blog/timely-feedback-now-or-never-john-mccarthy>
- [19] Mounce, M. L. (2014). Providing effective feedback. Retrieved from <http://edtheory.blogspot.com/2014/04/providing-effective-feedback.html>
- [20] News Day (2014). June 'O', 'A' exams record lowest pass rate. Retrieved from <https://www.newsday.co.zw/2014/08/june-o-exams-record-lowest-pass-rate/>
- [21] Nielsen, D. (2015). The impact of formative feedback on student motivation to write in eighth grade English courses. (Thesis). Paper 440. Retrieved from <http://cornerstone.lib.mnsu.edu>
- [22] Rummel, S. (2015). The effectiveness of written corrective feedback and the impact Lao learners' beliefs have on uptake. Retrieved from www.jbe-platform.com/content/journals/10.1075/ara.38.1.04rum?crawler=true
- [23] Saaris, N. (2016). Effective feedback for deeper learning. Retrieved from <http://www.activelylearn.com/>
- [24] Shintani, E. (2014). Corrective feedback. <https://outspokenela.files.wordpress.com> Sobhani, M. & Tayebipour, F. (2015). The effects of oral vs. written corrective feedback on Iranian EFL learners' essay writing. Retrieved from <http://link.springer.com/article/10.1186/s40862-016-0010-y>
- [25] TECHZIM. (2016). Zimbabwe's 2015 O' Level STEM performance & how it informs the STEM strategy. Retrieved from <https://www.techzim.co.zw/2016/02/zimbabwes-2015-olevel-stem-performance-how-it-informs-the-stem-strategy/>
- [26] Three-mob.com. (2013). Zimbabwe 'O' Level results: Pass rate down. Retrieved from <http://www.3-mob.com/featured/zimbabwe-o-level-results-pass-rate/#.WgQKrXZLfIU>
- [27] Wiggins, G. (2014). What feedback is and is not. Retrieved from <https://grantwiggins.wordpress.com/2014/04/15/what-feedback-is-and-isnt/>



- [28] Yang, M. & Carless, D. (2013). The feedback triangle and the enhancement of dialogic feedback process. Teaching in higher education. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4041498>

Author' Biography

I m Stella Muchemwa, a PhD holder in Education (Curriculum and Teaching) who is lecturing in Education as well as English and Communication at Solusi University, Bulawayo, Zimbabwe. I lecture English Language, Literature and Research. I also lecture Intensive English to students from non-English speaking countries and Bed in English students since May 2008.

My main skills are Research Methods and Research Supervision, Education Statistics and Lecturing

